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ABSTRACT

This collection sheds light on current research on teacher thinking in cultural contexts and identifies promising practices in teacher education that take the most salient contextual variables into account. Teacher cognition as influenced by race, ethnicity, and culture is explored in: (1) "Teacher Thinking in Urban Schools: The Need for a Contextualized Research Agenda" (Alfredo J. Artiles); (2) "Teachers', Administrators', and Staff's Implicit Thinking about 'At-Risk' Urban High School Latino Students" (Martha Montero-Sieburth); (3) "Teacher Thinking and Perceptions of African-American Male Achievement in the Classroom" (Clara A. New); (4) "Resistance and Rethinking: White Student Teachers in Predominantly African-American Schools" (Maureen D. Gillette); (5) "Teachers' Principles of Practice in Teaching in Multicultural Classrooms" (Francisco A. Rios); (6) "Teaching Writing in a Multicultural Classroom: Students and Teacher as Storytellers" (Dawn Abt-Perkins); (7) "Tacit Messages: Teachers' Cultural Models of the Classroom" (Mary Lynn Hamilton); (8) "Teachers' Choices for Infusing Multicultural Content: Assimilating Multicultural Practices into Schemata for Instruction in the Content Area" (Carmen Montecinos and Deborah L. Tidwell); (9) "Teaching Concerns Revisited: The Multicultural Dimension" (Patricia L. Marshall); (10) "Using a Constructivist Approach To Challenge Preservice Teachers' Thinking about Diversity in Education" (Teresita E. Aguilar and Cathy A. Pohan); (11) "Learning To Teach in Cross-Cultural Settings: The Significance of Personal Relations" (Linda Valli); (12) "Coalition Building as a Means for Changing Teachers' Cultural Knowledge about Multicultural Education" (Marilynne Boyle-Baise and Judith Washburn); and (13) "Conclusion. New Directions in Teacher Thinking: Linking Theory to Practice" (David Whitehorse). (Contains 4 figures, 12 tables, and 558 references.) (SLD)